



Pupil Behaviour Policy

for the whole School including EYFS

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INTRODUCTION

In line with its Mission, Edge Grove promotes a child-centred education where pupils feel safe, valued, and proud to belong. We nurture a culture of kindness, respect, and personal growth, encouraging pupils to enjoy friendships, take responsibility for their actions, and contribute positively to our community. Our aim is to help every child develop the confidence, independence, and integrity needed to thrive both within and beyond school life.

Our approach to behaviour is grounded in our belief that children learn best within a culture of respect, encouragement, and mutual trust. We promote excellent behaviour through positive relationships, clear expectations, and meaningful rewards. Rules are kept simple and consistent, helping pupils to understand that good behaviour is everyone's responsibility and a reflection of our shared School Values.

All those who work with the School, Governors, parents, the wider community and pupils, have a vital role to play in supporting exemplary behaviour. As members of the School community, all stakeholders build positive relationships with others and we expect every member to respect others, their families, culture and beliefs.

We teach pupils from a very young age to develop the behavioural skills which will equip them to build positive future relationships. Our youngest pupils are supported to develop these skills through the Early Years Framework alongside our rich EYFS Edge Grove curriculum, which places strong emphasis on personal, social, and emotional development and positive relationships.

Our pupils learn how to resolve disagreements and problems when they arise; our role is to educate our pupils to understand how their behaviour affects others and its impact on others. We support pupils to identify ways in which they can put right any harm they have caused. This approach ensures that disciplinary management has a strongly educational approach as we help pupils to become empathetic, considerate citizens who possess the skills to

- Avoid and resolve problems independently;
- Develop positive relationships through a restorative approach, which promotes self-esteem, self-discipline and which establishes clear expectations of all members of the School community;
- Promote a harmonious collaborative learning environment, through shared and consistent expectations in which to develop confidence and independence;
- Create an emotionally intelligent and supportive learning culture;
- Promote happiness and wellbeing, hope and agency;
- Build partnership between pupils, parents and School;
- Embed organisational processes which promote exemplary behaviour;
- Support all members of our diverse School community;
- Celebrate the power of teaching and learning in the promotion of exemplary behaviour;
- Monitor and evaluate the effectiveness of our relationships and processes.

We have just one rule: **Promote Integrity through the School's 12 Core Values:**



Form Teachers play an essential part in developing pupils' understanding of the School's 12 Core Values. Subject teachers also play an influential role in helping pupils bring the fortnightly Values, celebrated in assemblies, to life.

Parents

Parents and guardians, in accepting a place for their child at Edge Grove, undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract.

They agree to support the School in its Mission, Values and policies at all times across all areas of the School's educational provision, on and off-site, in both the real and online worlds. This includes matters relating to attendance, punctuality, conduct, the School's codes of uniform, dress and appearance, academic expectations, co-curricular activities and homework/independent study.

The School is always responsive and open-minded to suggestions from parents and will always act in a spirit of fairness to all pupils.

Safeguarding

All staff understand their legal duty, as set out in the Edge Grove Safeguarding and Child Protection Policy, to actively promote the safeguarding of all pupils and protect them from harm. They also understand their responsibilities as set out in this policy and the School's Anti-Bullying Policy, to ensure that all pupils learn, free of bullying, harassment, victimisation and discrimination and are treated fairly and equally.

Restorative Practices

Restorative practice focuses on building positive relationships based on responsibility, respect and fairness. This in turn creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'Knowing the effect that I have on others'. Rather than focusing on punishing poor behaviour which impedes individuals from taking responsibility for their actions, we believe that behavioural incidents provide pupils with an opportunity to reflect on their relationships with others and learn more positive ways to repair harm. Pupils and adults work together to model positive behaviour and develop positive and meaningful relationships with colleagues and pupils.

When positive relationships develop and people connect, individuals are less likely to cause harm to others or choose to damage relationships.

Positive Behaviours

Pupils and staff respect each other and their surroundings and behave with integrity in accordance with the School's 12 Values.

We also encourage exemplary behaviour through praise and reward:

- Staff praising exemplary behaviour;
- House Points;
- Reference to exemplary behaviour in the Junior and Headmaster assemblies;
- Positive reports on behaviour and its outcomes;
- Celebration Assemblies;
- Teacher Commendations;
- Head's Commendations/Head of Year (HoY) Commendations;
- Speech Day and End of Term Prizes.

The School's House System plays a central role in promoting positive behaviour and community spirit. Pupils are encouraged to contribute to their House through effort, kindness, participation, and achievement. The structure and allocation of House points and awards are outlined in Appendix A: House System Reward Framework.

Pupils achieve best when there is an excellent home / school partnership in which the school supports exemplary pupil behaviour at home and parents / guardians support exemplary behaviour at School. Parents play an important part in encouraging pupils' exemplary behaviour in support of outstanding learning outcomes.

We aim to work with parents and keep them informed when implementing the policy.

- As far as possible, the school will inform parents/carers of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by email or telephone.
- Reading records or Home Learning Diaries can be used to send messages home or into school.
- The Parents' Consultations Evenings also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Assemblies are used to celebrate behaviour and achievements.
- Certificates are awarded for the children to take home.
- Middle and Junior Department staff will also use stickers to celebrate good behaviour
- Junior Department staff will use a sticker based incentive card as a positive strategy for improving behaviour
- Middle and Senior Department staff will use a Target Card as a positive strategy for tracking, recording and ultimately improving behaviour.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- Pupil Voice meetings in the Junior Department
- Pupil Voice in the Middle and Senior Departments
- Classroom and school wide monitor jobs e.g. Pupil Librarian, Eco Reps, Food Committee
- Peer mentors
- House Captains in Year 2 and in Year 8
- Heads of School
- School Diploma Programme
- The House Shield
- Prizes on Speech Day

Communication

Staff raise concerns about pupils' conduct at weekly Phase Meetings, AHoD / CCHoD and PHoD meetings, Junior, Middle and Senior Department meetings. Staff will always inform the pupils' Form Teacher before raising any matter relating to them in a public forum. The chair of the meeting is trained to identify the pupils' needs, to put appropriate and age-appropriate supportive interventions in place and to review these at the next meetings.

Staff:

- Treat pupils fairly, with respect and understanding in accordance with the School's Mission and Values;
- Raise concerns about pupil conduct promptly and in line with safeguarding expectations;
- Record relevant information on the School's Online Management System (CPOMS);
- Report incidents of bullying without delay, in line with the Edge Grove Anti-Bullying Policy;
- Build open, respectful communication and partnership with parents;
- Keep line managers and SLT informed of ongoing or repeated conduct concerns;
- Report conduct issues that occur online or via digital communication;
- Support pupils to understand and live out the School's core Values;
- Maintain professionalism at all times; staff do not use humiliation or hand out blanket sanctions;

Form Teachers

Form Teachers play a central role in the pastoral life of the School and are the first point of contact for pupils and parents. They build strong, trusting relationships with pupils, promoting positive behaviour, wellbeing, and engagement.

Working closely with the Pastoral Leads, Form Teachers monitor attendance, conduct, and social dynamics, addressing emerging issues swiftly and recording relevant information on CPOMS. They model and reinforce the School's Values in daily interactions and play a vital role in helping pupils to reflect on their choices and take responsibility for their behaviour.

Pastoral Leads

The Senior Deputy Head (Pastoral) works closely with the Pastoral Leads for Years 3–4, Year 5, and Year 6, as well as the Assistant Head (Junior Department), who serves as the Pastoral Lead for the Junior Department. Together, they promote exemplary pupil conduct and ensure a consistent approach to behaviour and pastoral care across the School. The Senior Deputy Head (Pastoral) also oversees pupils in the Senior Department, working closely with their Form Teacher to provide individual support and guidance.

Senior Deputy Head (Pastoral)

The Senior Deputy Head (Pastoral) (SDHP) leads and manages all aspects of the School's pastoral and safeguarding provision. The SDHP sets the strategic direction for pastoral care, ensuring that the School's Mission and Values are lived out through its culture, systems, and daily practice. Responsibilities include analysing pastoral data, identifying and implementing effective interventions, measuring their impact, and reporting regularly to the Senior Leadership Team, the Pastoral Committee, and the Full Governing Board. The SDHP also works closely with Pastoral Leads and Form Teachers to maintain high standards of pupil wellbeing, conduct, and engagement across the School.

The Headmaster

The Headmaster is responsible under *DfE Guidance Behaviour and Discipline in Schools* (2024) to implement the Edge Grove Behaviour Policy consistently throughout the School, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all pupils in the School.

The Headmaster supports the SDHP ensuring that all staff understand their responsibilities to promote exemplary conduct.

The Headmaster keeps records of all reported incidents of serious poor conduct and administers any Appeal process.

Governors

Governors oversee, through the Chair of the Pastoral Committee, the effective implementation of this policy, ensuring that all members of the School community understand their roles and responsibilities.

The Restorative Approach

Building a positive community includes shared rules and high expectations. The ethos of the School underpins all rules and expectations relating to behaviour within the school.

Expectations of behaviours are taught and reinforced on a regular basis and are ongoing throughout the year. Pupils are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others.

Pupils who follow the rules and expectations must have their actions acknowledged and rewarded. Those who do not follow the rules or expectations need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

Our **Response Ladder** shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Our School culture consistently promotes high standards of behaviour and provides the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. A good behaviour culture creates a calm environment which will benefit pupils with SEND, enabling them to learn effectively.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND - this is a question of judgement for the school on the facts of individual situations. The school should consider whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

We will manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of the support being provided.

The law requires the school to balance a number of duties which will have bearing on our behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular we take into account:

- Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- Under the Children and Families Act 2014, relevant settings have a duty to use their best endeavours' to meet the needs of those with SEND; and
- If a pupil has an Education, Health and Care Plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting any of these duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the

- teacher;
- Adjusting uniform requirements for a pupils with sensory issues or who has severe eczema;
- Providing a safe space and ongoing support for children who find emotional regulation challenging;
- Training for staff in understanding Neurodivergence

Pupils with Special Educational Needs are provided with a pupil passport which outlines their specific areas of difficulty. The passports should be consulted regularly to ensure preventative measures take into account the specific circumstances and requirement of the pupil concerned.

THE SCHOOL ENVIRONMENT

School uniform

Pupils are expected to wear the School uniform. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the School Uniform Policy.

Restraint

Any physical restraint is only permissible when a pupil is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Where this relates to the School's Early Years Foundation Stage setting, the DSL informs the pupil's parents of any physical restraint used on their pupil on the same day or as soon as reasonably practicable afterwards

Confiscation of Inappropriate Items

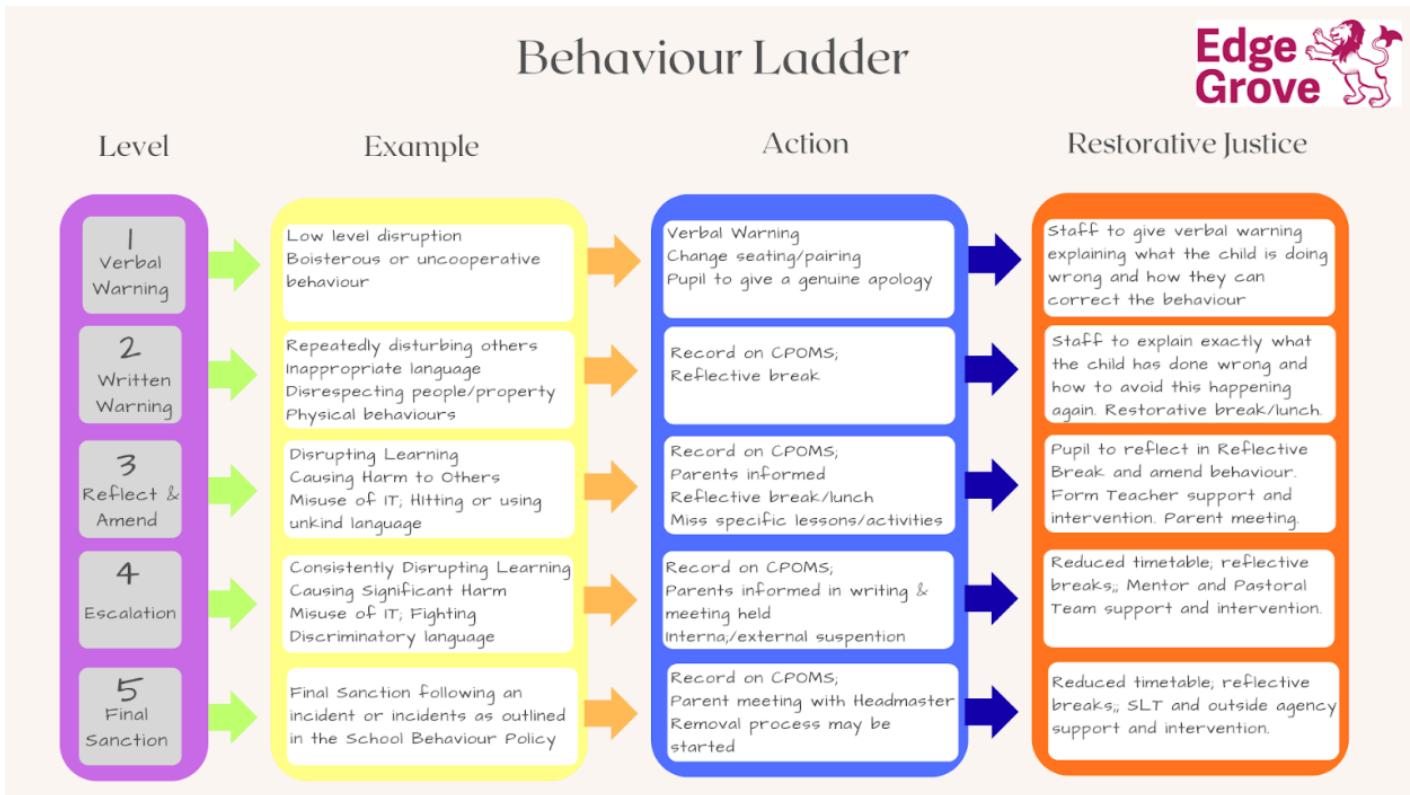
The Headmaster permits any member of staff to confiscate any item in a pupil's possession that may be distracting to others, unsafe or contrary to the School's Mission and Values. This includes mobile phones or other electronic devices if their use, or the content stored on them, is considered inappropriate, disruptive, or potentially linked to bullying or safeguarding concerns.

We will inform parents/carers of the confiscation and return the item(s), where appropriate, to be kept at home. In cases involving potential safeguarding or bullying content, the matter will be referred immediately to the Senior Deputy Head (Pastoral) / DSL for review and further action if required.

Banned Items

- Electronic items / gadgets not required for learning (including smart watches used for communication)
- Laser pens / torches
- Valuable personal items
- Items which sound an alarm or make a noise
- Dangerous or unsafe items, including those which could cause injury (e.g. penknives, glass bottles)
- Drugs including medicinal drugs
- Alcohol, tobacco, and vaping devices or accessories
- Any item deemed inappropriate for children or contrary to the School's Mission and Values
- Food and drink items, including chewing gum
- Aerosols or pressurised sprays

Pupil Behaviour Response Ladder



The Restorative Approach

Incidences of negative behaviour that require a formal or informal restorative conversation are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidents between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.

Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way.

Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Approach and use of consequences

When using consequences, the child(ren) should always be involved and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment.

We aim to help the children consider any harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the School community, which expects a high standard of good behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

The Response Ladder shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

Curriculum Support

We have high expectations of our pupils and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. Nevertheless, the school has a number of ways of rewarding good behaviour, for both groups and individuals, fostering an ethos of kindness, respect and cooperation.

Personal, Social, Health, and Economic education (PSHE) lessons, assemblies, mentoring programmes, and enrichment experiences all contribute to the pupil's moral and emotional development. Through these experiences, pupils learn to recognise the impact of their actions, develop empathy, and manage conflict constructively.

Restorative approaches, such as reflection, peer mediation, and guided discussion, are embedded in the curriculum to help pupils repair relationships and make better choices. These principles underpin the School's pastoral care, ensuring that behaviour education is proactive as well as responsive.

The School's online safety curriculum also reinforces appropriate behaviour in online spaces. Pupils are taught how to communicate respectfully, understand the consequences of their digital actions, and contribute positively to online communities, reflecting the same values expected of them in person.

Practicalities

We recognise that every child follows a personalised journey and that no two pupils are the same. Our approach to behaviour is therefore flexible and rooted in knowing each child well - understanding their individual circumstances, needs, and stage of development.

Responses to behaviour are guided by empathy and professional judgement, ensuring they are appropriate to the pupil's age and level of understanding. In keeping with the School's Mission, we view every interaction as part of "the beginning of who they will become, what they will achieve, and the difference they will make in the world."

When working with pupils in the Early Years Foundation Stage, staff work with pupils to help them to grasp the concepts of feelings, how to express them verbally and how they are caused. Modelling, small group work, peer support and visual resources are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Where a child has significant SEN, an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve. Our aim is always to restore, teach, and guide rather than simply to sanction, helping pupils to take responsibility, repair relationships, and grow in character as they continue their Edge Grove journey.

When should behaviour incidents be logged?

The child's class teacher (or supervising member of staff) should record any significant incident or emerging pattern of behaviour on **CPOMS** to ensure transparency, consistency, and appropriate follow-up. Logging behaviour allows the pastoral and safeguarding teams to identify patterns early, provide timely support, and ensure all children feel safe and understood.

Incidents that **must** be logged include:

- When a pupil damages property on purpose (belonging to school or to another individual in school)
- Racist discriminatory, or prejudiced language or behaviour (these also need to be reported separately to the Pastoral Lead or Senior Deputy Head Pastoral)
- Inappropriate, abusive, or aggressive language or gestures
- Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
- Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved
- Recurrent low-level behaviours between pupils that suggest a developing pattern of conflict, exclusion, or relational difficulty
- Disclosures or allegations of bullying or any indication that a pupil feels targeted, unsafe, or persistently unhappy due to another pupil's behaviour

If any of the behaviours above occur during lunchtime, the supervising staff member should complete a Pastoral Incident Form form and pass it to the child's Form Teacher. The supervising staff member will take responsibility for logging this on CPOMS and will liaise with the child's Form Teacher regarding further action (e.g. communication with home or restorative action).

These behaviours must always be reported to parents/carers. The method used is up to the discretion of the Staff Member and it is their responsibility to follow through both with communication, consequences in line with the restorative framework. Staff should ensure that both follow-up action and parent communication are recorded on CPOMS.

Pupil Conduct Meeting

In some instances it will be appropriate for parents to be invited to School for a meeting to discuss their child's conduct.

The Form Teacher, with advice from the Pastoral Lead, will:

- a) Consider any specific learning or behavioural needs which the pupil might have;
- b) Consider referring this pupil to the Learning Support Department.
- c) Consider asking the Pastoral Lead to attend this meeting.

The Form Teacher will then, in writing, invite the pupil's parents (and in some case the pupil and Pastoral Lead to attend a Pupil Conduct Meeting which seeks to:

- a) Enlist early, supportive and close dialogue between home, pupil and School;
- b) Identify any motivations for **repeated or significant poor pupil conduct**;
- c) Put in place **interventions** both in School and at home which will improve pupil conduct;
- d) Identify a date for a **Pupil Conduct Review** meeting.

The Form Teacher will then:

- a) **Record** the meeting in a letter to the pupil's parents;
- b) **Record** the meeting on CPOMS uploading any supporting documentation
- c) **Remind** parents about the date of the **Pupil Conduct Review Meeting**.

Pupil Conduct Review Meeting

The Form Teacher will then invite the pupil's parents (and in some cases the pupil and Pastoral Lead) to attend a Pupil Conduct Review Meeting which reviews the pupil's conduct, setting further targets as necessary.

The Form Teacher will then record the incident on CPOMS uploading any supporting documentation, copying in the Pastoral Lead and Senior Deputy Head (Pastoral).

The Form Teacher in consultation with the Pastoral Lead will set a date for further Pupil Conduct Review meetings if necessary.

Referral to Senior Deputy Head (Pastoral)

Where a pupil's repeated or significantly poor conduct continues, the pupil's Pastoral Lead refers this matter to the Senior Deputy Head (Pastoral) in writing, explaining:

- a) The nature of the repeated or significant poor conduct and the lack of improvement thereof;
- b) Its effect on the pupil concerned and on other pupils and staff;
- c) Any possible motivation for the poor conduct;
- d) Whether the pupil has made an apology;
- e) Any pupil undertakings that there will be no repetition of the poor conduct;
- f) The consequences of repeated poor conduct as explained to the pupil (and parents.)
- g) The sequence of pupil management measures already put in place and recorded on the School MIS.
- h) The Senior Deputy Head (Pastoral) will discuss this matter with the Form Teacher, Pastoral Lead and other key staff and
- a) Consider any specific learning or behavioural needs which the pupil might have;
- b) Consider referring this pupil to the Learning Support Department;

The Senior Deputy Head (Pastoral) will then invite the pupil's parents (and in some case the pupil, Form Teacher, Pastoral Lead) to attend a Pastoral Conduct Review Meeting which reviews the pupil's conduct, setting further targets as necessary.

The Form Teacher will then record the incident on the CPOMS uploading any supporting documentation, copying in the PHoD and DHP.

The Form Teacher in consultation with the Pastoral Lead will set a date for further Pupil Conduct Review meetings if necessary.

Please refer to **MANAGING SERIOUS MISCONDUCT** for information on further steps

Corporal Punishment

Edge Grove School fully complies with the Department for Education's statutory requirements in relation to corporal punishment. In accordance with Section 548 of the Education Act 1996, corporal punishment is unlawful in all maintained and independent schools and is not permitted at Edge Grove under any circumstances.

No member of staff, volunteer or any other person acting on behalf of the School may administer, threaten or imply the use of corporal punishment. This prohibition applies at all times, including during educational activities both on and off the School site, and on all trips and residential visits.

The School's approach to behaviour management is underpinned by a culture of mutual respect, clear expectations and positive reinforcement. Behaviour management strategies are consistent, proportionate and age-appropriate, and are implemented in a manner that safeguards pupils' welfare, promotes their wellbeing and upholds their dignity, in line with the School's safeguarding arrangements.

MANAGING SERIOUS MISCONDUCT

A pupil or parent's serious misconduct can have serious consequences on other members of the School community. Where an incident is reported to the School of a pupil's poor behaviour onsite or offsite, the School will investigate the incident (s) and act accordingly.

The School will immediately report onsite or offsite criminal activity to the Police and confiscate drugs and weapons and hand them over to the Police.

If the School believes a pupil may have taken drugs then the School will seek immediate medical advice and will involve the Police and Safeguarding agencies as necessary.

Other agencies, for example Children's Services, may also be notified where necessary and appropriate to the facts of the case.

Serious Pupil Misconduct Meriting Permanent Exclusion

- Sexual harassment or misconduct, including creating, possessing, or sharing sexual or indecent imagesA non-exhaustive list of the sorts of behaviour that could merit permanent exclusion (including behaviour or conduct outside of School) includes the following;
- Physical assault against pupils or adults;
- Behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- Verbal abuse/threatening behaviour against pupils or adults;
- Bullying, or targeted harassment (including emotional, physical, or online behaviours), in accordance with the Edge Grove Anti-Bullying Policy;
- Committing a criminal offence;
- Fighting;
- Abuse on the grounds of race, religion/belief, disability, SENs (etc.) or any form of unlawful discrimination;
- Sexual harassment or misconduct, including creating, possessing, or sharing sexual or indecent Images
- Drug and alcohol misuse (including supply/possession/use);
- Wilful or deliberate damage to property belonging to the School, staff, or pupils
- Serious misuse of technology or online behaviour that causes harm to others, breaches safeguarding protocols, or brings the School into disrepute (including online harassment, image sharing, or defamation of staff or pupils);
- Vandalism or computer hacking;
- Theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff;
- Possession of or distribution of illegal, inappropriate or dangerous items into School, such as drugs, weapons, firearms, pornographic material etc;
- Misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- Misconduct which brings or is likely to bring the School into disrepute; and
- Persistent disruptive behaviour or breaches of the Edge Grove Behaviour Policy or School Rules.

Serious Parent Misconduct

As set out in the School's Terms and Conditions of the Parent Contract, the School may require the exclusion of a pupil in circumstances where the Headmaster considers in his discretion that the behaviour or conduct of a parent is unreasonable. The School values open, respectful communication with parents and seeks to resolve concerns collaboratively and constructively. However, there are circumstances in which parental conduct may become unreasonable or incompatible with the values and expectations of the School community.

A non-exhaustive list of the sorts of behaviour that could merit required removal of a pupil on the grounds of

unreasonable parental behaviour includes the following:

- Treating the School or a member of staff unreasonably;
- Making malicious allegations or repeated unfounded or vexatious complaints about a member of staff or the School;
- Posting or sharing inappropriate, inaccurate, or defamatory comments about the School, pupils, staff, or governors on social media or other public platforms;
- Communicating with the School in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive;
- Behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community;
- Behaving in a manner which brings (or is likely to bring) the School into disrepute;
- Behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) a pupil's progress at the School; and
- Breaching the School's Terms and Conditions (Parent Contract)

The School reserves the right to impose sanctions for parental behaviour falling short of exclusion including but not limited to placing restrictions on a parent's access to School or School events, communications with the School and/or the imposition of a warning (up to and including a final written warning).

Internal Exclusion

There are occasions where an internal exclusion is the most appropriate course of action. This measure is used when a pupil's behaviour warrants temporary removal from specific activities, such as lessons, sporting events, or break times, for a defined period of time.

The purpose may be protection of others following a case of bullying and / or when the poor conduct has been specifically linked to particular lessons, groups of pupils or break times. This action may follow on from other measures to manage poor conduct where conduct has not improved.

Internal exclusions are authorised by the Pastoral Lead or a member of the Senior Leadership Team, following consultation with the Form Teacher. The period and location of supervision will be proportionate and age-appropriate. During the exclusion, the pupil will complete set work and/or a restorative reflection activity supported by an adult.

Where this poor conduct has occurred on School trips, fixtures, or off-site events, an internal exclusion may take the form of temporary withdrawal from future participation, combined with reflective work to rebuild trust before reintegration.

Fixed Term Exclusion

If a pupil's conduct is sufficiently serious that it warrants a more severe sanction to manage poor conduct, a Fixed-Term Exclusion may be issued. The decision to issue a Fixed-Term Exclusion rests with the Senior Deputy Head (Pastoral), in consultation with the Headmaster, who must give final approval. The Chair of the Pastoral Committee will also be informed.

Prior to any exclusion, the Form Teacher or relevant staff member will carry out a thorough investigation of the facts, and the Senior Deputy Head (Pastoral) will review the evidence to ensure fairness and proportionality.

Parents will be informed of the decision by the Senior Deputy Head (Pastoral) via a telephone call, followed by a formal letter confirming the reason, duration, and conditions for return. Copies of this correspondence will be placed on the pupil's file and a CPOMS record will be created.

During the exclusion, the pupil will be provided with appropriate work and an opportunity for guided reflection. Upon return, a reintegration meeting will be held with parents, the pupil, and relevant staff to agree expectations, support measures, and next steps.

Exclusion

As set out in the School's Terms and Conditions to the Parent Contract, the School may require the removal of a pupil in circumstances where the Headmaster considers in his discretion that the pupil's attendance or progress at the School is unsatisfactory and, in the reasonable opinion of the Headmaster, the removal of the pupil is in the School's best interests and/or those of the pupil or other pupils. The Headmaster must approve this sanction and he will inform the Chair of the Pastoral Committee.

If the Headmaster believes that a pupil's place at the School should be withdrawn because the pupil's behaviour or attitude is consistently contrary to or in defiance of the School's Mission and Values, he will:

- Apply any sanctions fairly, consistently and proportionately;
- Ensure a full review of all aspects of the case is undertaken;
- Inform parents as soon as reasonably practicable, verbally and then in writing of his decision, if a complaint or allegation under investigation is of a nature that could result in the pupil being excluded.
- Meet with the pupil and their parents (or in circumstances involving the possibility of the pupil's required removal on the grounds of unreasonable parental conduct, the parents).

If the Headmaster considers that further investigation is needed, he may adjourn the meeting, explaining the reason for the adjournment to the pupil / parents.

Following the conclusion of the meeting the Headmaster will reach his decision on the balance of probabilities. The Headmaster will communicate his decision in writing within **five working days** of the meeting.

Please note that exclusion / required removal may also be imposed by the School as a sanction for a series of minor misdemeanours.

In certain circumstances, and to ensure the integrity of an investigation or the welfare of others, the School may require the pupil to remain at home as a neutral act, or may apply a segregated supervision arrangement on site for a limited period.

Appeals against Exclusion / Required Removal

Should parents object to the Headmaster's decision then the Headmaster will exclude the pupil until the parents have had an opportunity to make an appeal against the Headmaster's decision to a panel of Governors.

The School will always offer parents the right of appeal to any pupil excluded or required to be removed from the School and will manage any appeal against exclusion under Stage 3 of the Edge Grove Complaints Policy.

The outcome of the appeal process is final and there shall be no further right to appeal.

If a decision is taken by the parents to withdraw the pupil, the parents will waive any right to an appeal.

For the purposes of this policy 'working days' refers to weekdays (Monday to Friday) during term time, excluding bank holidays and half term periods.

Appendix A: House System Reward Framework.

1. Introduction

The House System is designed to promote a positive school culture, encourage teamwork and healthy competition, and celebrate student achievement across all areas of school life. Every student and staff member is assigned to a House, creating a vertical community that supports mentorship and peer guidance.

2. House Structure

- House names: Churchills, Gills, Hedgerows, Sarnesfield, Stratton
- House allocation: Students are assigned to a House upon enrolment or in preparation for Sports Day in Nursery, and remain in the same House throughout their time at the school. Siblings will be placed in the same House to foster family loyalty. The aim is to have an even number of pupils in all Houses. Staff are also allocated a House when joining the school.
- House leadership: Each House will be led by designated staff members (Head of House) and student leaders (House Captains), under the supervision of the Head of Houses.
- House Leaders will deliver a House Assembly twice per half term, with pupils in years 2-8 and all House Staff in attendance.

3. Earning House Points

- House points can be awarded for individual effort, group collaboration, and performance across all aspects of school life.
- Staff are not to give more than three House Points to an individual within a lesson.
- Manners in which to earn House Points are outlined below:

Academic Achievement

- Excellent work: Awarded for consistently high-quality work, thoughtful contributions in class, or excellent homework.
- Outstanding effort: Recognising significant improvement, resilience, or working hard to overcome a challenge, regardless of the final outcome.
- Mastery of a concept: For showing deep understanding or successfully tackling complex problems.

Contribution to the School Community

- Teamwork: Demonstrating excellent cooperation with peers during group projects, sports, or other activities.
- Leadership and responsibility: Taking initiative, mentoring younger students, or performing duties to help the school run smoothly.
- Extracurricular participation: Representing the school or house in competitions, events, or showing consistent commitment to after-school clubs.

- School spirit: Showing enthusiastic participation and support during house events, such as Sports Day.

Positive Behaviour and Attitude

- Embodying school values: Being "caught being good" or showing respect, kindness, and integrity towards peers and staff.
- Excellent manners: Consistently demonstrating politeness and good manners.
- Helpfulness: Going the extra mile to help a classmate or member of staff.
- Resilience: Bouncing back from setbacks and demonstrating a positive, "can-do" attitude.

4. Awarding House Points

- Consistency is key: Staff members should award points consistently and fairly, providing a clear and positive reason for the award.
- Digital and physical tracking:
 - Junior Department - House points will be totalled by the Year 2 House Captains, supported by an LSA, who will report to the Head of Houses to record totals
 - Middle and Senior Department - Form Tutors and Specialist Subject Teachers allocate all House Points on Schoolbase as soon as possible after verbally giving to the pupil, and no later than 5pm on the Thursday of the week. Once a week, Form Tutors read out the House Points on Schoolbase to the pupils who add them to their planners. The pupils gain a visual indication of their successes and Form Tutors can celebrate and pick up on any pupils not receiving many points.
- Public recognition: Points awarded will be announced and celebrated regularly, for instance, during weekly assemblies and the school newsletter.
- The allocation of House Points for School and House Competitions are tabled in the Appendix.

5. Rewards and Recognition

- Individual rewards: Students may receive smaller rewards (e.g., certificates, badges) for reaching individual point milestones.
- Termly and annual prizes:
 - The House with the most points at the end of each term will be awarded a non-school uniform day.
 - At the end of the academic year, the House with the highest cumulative points will win the House Cup.
 - The winning House(s) may receive a special prize, such as an extra non-uniform day, a film and popcorn party etc.

6. Implementation and Review

Fairness and transparency: The system will be monitored to ensure it is fair and transparent, with all Houses having an equal opportunity to earn points.

Policy review: This policy will be reviewed annually by staff, students, and the leadership team to ensure its effectiveness.

Individual Competitions			
	Category	Description	Points Allocation
1	Head's Commendation	Awarded for excellent pieces of work which are presented to the Head Master	10 points
2	House Competition Entry	Points awarded for entry to a non-compulsory, individual competition such as music, art, drama, sport, D&T, challenges, etc	5 points
3	Main Competition winners	Points awarded for places in non-compulsory, individual, whole school competitions. These competitions need to be on the competition overview and will be one competition per subject. (EG's got Talent, D&T / Humanities project, Science Poster competition, Triathlon, Lexathon, Languages, Art)	1st place = 50 points 2nd place = 40 points 3rd place = 30 points Finalists = 10 points (HM Commendation)
4	Competition winners	Points awarded for places in non-compulsory, individual competitions.	1st place = 20 points 2nd place = 15 points 3rd place = 10 points

Whole School / Year Group			
	Category	Description	Points Allocation
1	Tier 1: House Competition	Major whole school events: Cross Country, Sports Days, Swimming Galas etc	1st place = 400 points 2nd place = 320 points 3rd place = 240 points 4th place = 160 points 5th place = 80 points
2	Tier 2: House Competition	Applies to medium level events such as the Poetry Competition where preliminary rounds are held in class, etc. House team sports competitions (football, hockey, netball, rugby), Edge Grove's got Talent, etc; Languages Quiz	1st place = 200 points 2nd place = 160 points 3rd place = 120 points 4th place = 80 points 5th place = 40 points
3	Tier 3: House Competition	Applies to one particular year group or smaller House Events: eg, Master Chef Challenge, Pancake Races, Chess competition, Year group sports competitions (badminton, table tennis, etc)	1st place = 100 points 2nd place = 80 points 3rd place = 60 points 4th place = 40 points 5th place = 20 points

Appendix B



Pastoral Incident Form

Pupil Name:	Form Teacher:
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Pupil Statement: Please describe with as much detail as possible what happened:

Where did the incident happen?

.....
.....

Name all of the pupils and staff involved or who witnessed the incident.

.....
.....
.....

Have there been previous incidents of this kind? Yes / No

(If yes, please provide details of previous incidents)

.....
.....
.....

Is there anything else you need to record?

.....
.....

How do you feel about this incident?

.....
.....
.....

How would you like the School to resolve this?

.....
.....
.....
.....

Pupil Signature

Date

Time

APPENDIX C

Middle Department Reflect On and Repair sheet for Time In session



Reflect On and Repair Sheet (ROAR)

Confidence	Unity	Creativity	Kindness
Passion	Responsibility	Integrity	Respect
Determination	Risk-taking	Trust	Humility
Diversity	Sportsmanship	Empathy	Tolerance

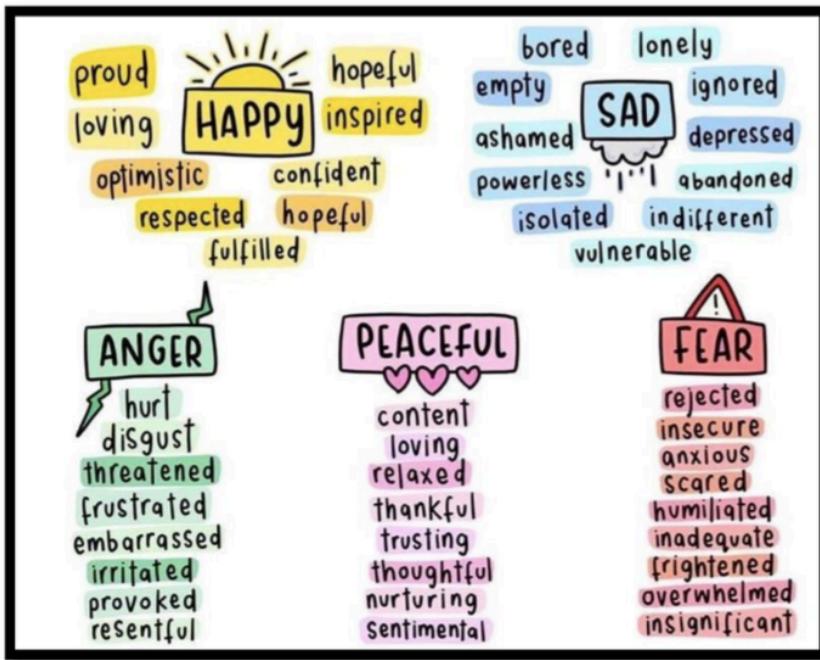
Name : _____ Form: _____ Date: _____

Which of the above values did you not meet?

Why didn't you meet this value?

What will you do differently in the future to make sure you meet this value?

Which of the values above have you met this week?



Would you like to share any emotions you were feeling at the time?

Which emotions do you feel now?



APPENDIX D

Middle Department Target Card

Monday	Tuesday	Wednesday	Thursday	Friday
FORM 	FORM 	FORM 	FORM 	Form 
Games 	Computing 	English 	Maths 	English 
Break 	Break 	Break 	Break 	Break 
English 	Maths 	PE 	Science 	Art/DT 
Maths 	English 	Maths 	English 	Maths 
Lunch 	Lunch 	Lunch 	French 	Lunch 
Performing Arts 	Art 	Spanish 	Lunch 	Maths 
English 	Science 	TPR 	Matches 	English 
Geography 	PSHE 	Forest School 	Form 	History 
Form 	Form 	Form 		English 

Name:

Please indicate onpositive behaviour and attitude in lessons.

1 star – Good 2 stars – Very Good. 3 stars – Excellent.

No stars = More effort / better attitude required

How to earn stars: *Listen to others / Think before speaking / Consider others' feelings / Be polite and use good manners / Respect to all / Be a good friend / Raise hand to ask a question / Be quiet when a teacher asks you / Put maximum effort into your work / use the Chapel if you need 'time In'.*

Other comments from the week:

Comment from Form Teacher:

Signed by Parents:
